# The Academy for Teaching and Learning Charter

109 Hinton Street
Chester, SC 29706

| | | |
|---|---|---|
| **Grades** | K-8 Middle School | |
| **Enrollment** | 292 Students | |
| **Principal** | Robyn Welborn and Mary | 803-385-6334 |
| **Superintendent** | Mr. Larry B. Heath | 803-385-6122 |
| **Board Chair** | Dr. Richard Hughes | 803-581-7522 |

# THE STATE OF SOUTH CAROLINA
# 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|---|---|---|
| **2009** | **Average** | **Below Average** |
| 2008 | At-Risk | Good |
| 2007 | At-Risk | At-Risk |
| 2006 | N/A | N/A |
| 2005 | N/A | N/A |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

## Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

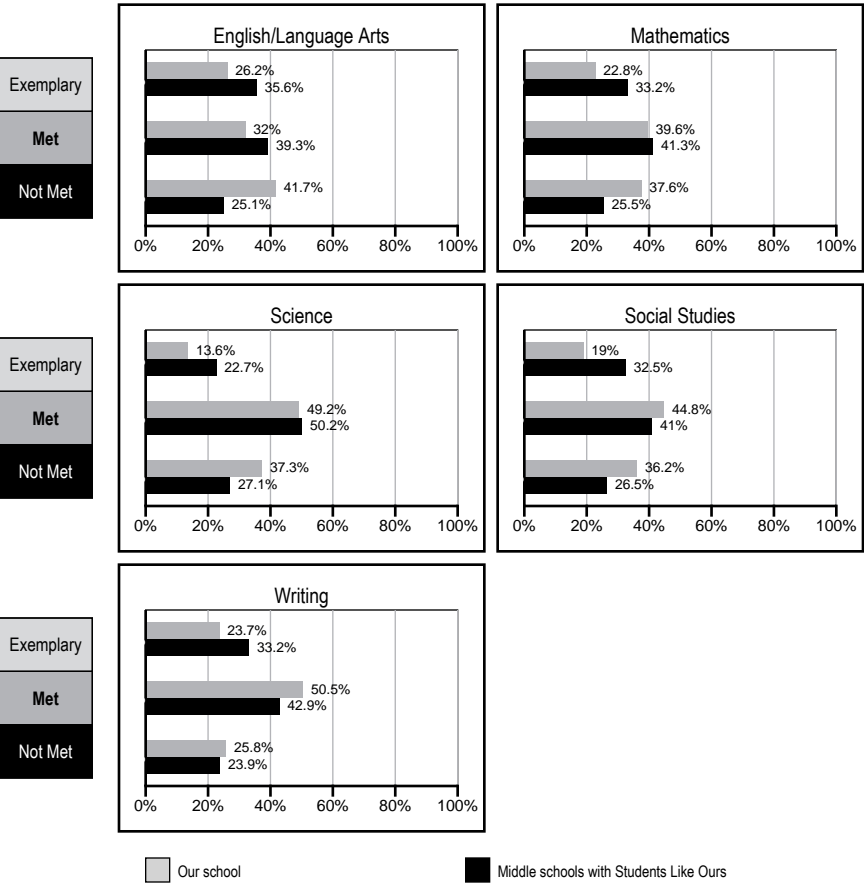Percent of students tested in 2008-09 whose 2007-08 test scores were located | **98.7%**

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 12 | 23 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

## Palmetto Assessment of State Standards (PASS)

### English/Language Arts

| | Our school | Middle schools with Students Like Ours |
|---|---|---|
| Exemplary | 26.2% | 35.6% |
| Met | 32% | 39.3% |
| Not Met | 41.7% | 25.1% |

### Mathematics

| | Our school | Middle schools with Students Like Ours |
|---|---|---|
| Exemplary | 22.8% | 33.2% |
| Met | 39.6% | 41.3% |
| Not Met | 37.6% | 25.5% |

### Science

| | Our school | Middle schools with Students Like Ours |
|---|---|---|
| Exemplary | 13.6% | 22.7% |
| Met | 49.2% | 50.2% |
| Not Met | 37.3% | 27.1% |

### Social Studies

| | Our school | Middle schools with Students Like Ours |
|---|---|---|
| Exemplary | 19% | 32.5% |
| Met | 44.8% | 41% |
| Not Met | 36.2% | 26.5% |

### Writing

| | Our school | Middle schools with Students Like Ours |
|---|---|---|
| Exemplary | 23.7% | 33.2% |
| Met | 50.5% | 42.9% |
| Not Met | 25.8% | 23.9% |

☐ Our school    ■ Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

## Definition of Critical Terms

| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
|-----------|------------------------------------------------------------------------------------------------------|
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|---|---|
| Algebra 1/Math for the Technologies 2 | 100.0% | 98.4% |
| English 1 | 100.0% | 94.7% |
| Physical Science | N/A | 66.7% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 98.0% |

## School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|---|---|---|---|
| **Students (n=292)** | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 18.6% | Up from 7.5% | 22.6% | 21.6% |
| Retention rate | 0.0% | Down from 1.8% | 1.0% | 1.2% |
| Attendance rate | 96.1% | Up from 95.0% | 96.1% | 95.9% |
| Eligible for gifted and talented | 10.9% | Up from 10.6% | 19.5% | 14.8% |
| With disabilities other than speech | 11.3% | Down from 11.6% | 11.3% | 12.6% |
| Older than usual for grade | 1.9% | Down from 2.0% | 1.6% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.4% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=19)** | | | | |
| Teachers with advanced degrees | 63.2% | Down from 63.6% | 60.0% | 56.9% |
| Continuing contract teachers | 78.9% | Up from 77.3% | 76.5% | 72.7% |
| Teachers with emergency or provisional certificates | 6.3% | Up from 0.0% | 4.5% | 5.3% |
| Teachers returning from previous year | N/A | N/A | 85.6% | 82.9% |
| Teacher attendance rate | 95.8% | Up from 93.1% | 95.3% | 95.2% |
| Average teacher salary* | $44,110 | Down 6.2% | $47,028 | $46,599 |
| Professional development days/teacher | 8.8 days | Down from 9.1 days | 10.6 days | 10.8 days |
| **School** | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.0 to 1 | No Change | 21.7 to 1 | 20.1 to 1 |
| Prime instructional time | 90.3% | Up from 85.9% | 90.1% | 89.9% |
| Opportunities in the arts | Poor | Down from Good | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 99.3% | 97.8% |
| Character development program | Good | Down from Excellent | Good | Good |
| Dollars spent per pupil** | $8,725 | Up 10.1% | $6,851 | $7,645 |
| Percent of expenditures for instruction** | 57.9% | Down from 59.4% | 64.1% | 63.4% |
| Percent of expenditures for teacher salaries** | 49.8% | Down from 52.7% | 57.1% | 57.0% |

\*   Includes current year teachers contracted for 185 or more days.

\*\*  Prior year audited financial data are reported.

### Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The faculty, parents, students, and community members have worked diligently to establish a learning environment that promotes optimal learning. The Academy for Teaching and Learning (ATL) has developed a school mission that values each child and faculty member as an individual and strives to provide support and encouragement that ensures that all members of the school family reach academic and social success. ATL's goals to focus heavily on professional development and reflection on student progress will ensure that all students reach academic and social excellence.

The Academy implemented a systematic approach in gathering student data from various sources (PACT, MAP, formal and informal assessments, and interest inventories) to determine academic remediation and acceleration opportunities. Staff members used the results from the data to reflect on their teaching practices and search for various strategies to reach all learners. Students were provided an additional hour of instruction each day during the school's extended day program. PACT and MAP data showed a positive impact on student achievement.

The Academy has established a strong sense of community for all the students who attend the school. Middle school students are given the opportunity work with younger students in the school's mentoring program. Weekly gatherings are held on Fridays that showcase students' learning and recognize Students of the Week, Perfect Attendance, Honor Roll, and Good Citizens Awards. The school continued to involve every student in service learning projects that help the community. ATL focused on community hunger with several food drives to stock the local food pantry. The school participated in Relay for Life and raised funds to fight cancer. The school continued to implement the components of the Heartwood Character Education curriculum with students.

Students are given a variety of extra-curricular activities during the school's extended day program and during regular school hours. Students have the opportunity to participate in 4-H activities, Junior Achievement, Student Council, YMCA swimming lessons, band, steel drums, chorus, cheerleading, and dance. Each nine weeks, students are given a survey to determine opportunities for enrichment.

Parent involvement continues to drive the school's mission and support faculty and students. Parents are an active component of the success of the school. Parents serve as board members to govern the school and participate on committees that promote student success.

In the future, the Academy for Teaching and Learning will continue to make data driven decisions that identify areas of weakness and focus on professional development to establish "best practices" in teaching. This will give every student at the Academy an opportunity to reach their full potential.

Robyn Welborn
Mary Ann McKeown
Directors

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 22 | 32 | 33 |
| Percent satisfied with learning environment | 100.0% | 96.9% | 87.9% |
| Percent satisfied with social and physical environment | 100.0% | 96.9% | 93.8% |
| Percent satisfied with school-home relations | 100.0% | 100.0% | 84.4% |

\*  Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Adequate Yearly Progress | YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

## School Improvement Key

| | |
|---|---|
| **NI** | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| **CSI** | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| **CA** | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| **RP** | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| **R** | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| **DELAY** | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| **HOLD** | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

## Teacher Quality and Student Attendance

| | Our District | State |
|---|---|---|
| Classes in low poverty schools not taught by highly qualified teachers | 21.8% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|---|---|---|
| Classes not taught by highly qualified teachers | 21.8% | 0.0% | No |
| Student attendance rate | 96.1% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable　N/AV–Not Available　N/C–Not Collected　N/R–Not Reported　I/S–Insufficient Sample

## PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|---|---|---|---|---|---|---|---|---|---|---|
| **English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 189 | 98.9 | 36.4 | 34.2 | 29.4 | 79.7 | 73.2 | 82.8 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 89 | 97.8 | 37.9 | 40.2 | 21.8 | 78.2 | 69.4 | 79.3 | N/A | N/A |
| Female | 100 | 100 | 35 | 29 | 36 | 81 | 77.3 | 86.5 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 137 | 98.5 | 34.1 | 30.4 | 35.6 | 82.2 | 80.9 | 89.5 | Yes | Yes |
| African American | 47 | 100 | 46.8 | 42.6 | 10.6 | 70.2 | 64.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 100 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 82.8 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 26 | 96.2 | 76 | 20 | 4 | 40 | 44.4 | 52 | I/S | I/S |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 81 | 75.1 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsized meals | 66 | 98.5 | 56.9 | 29.2 | 13.8 | 64.6 | 66.1 | 75.5 | Yes | Yes |
| **Mathematics - State Performance Objective = 57.8% (Met or Exemplary)** | | | | | | | | | | |
| All Students | 189 | 98.9 | 35.3 | 41.2 | 23.5 | 77.5 | 71.4 | 78.9 | Yes | Yes |
| **Gender** | | | | | | | | | | |
| Male | 89 | 97.8 | 33.3 | 43.7 | 23 | 78.2 | 70 | 77 | N/A | N/A |
| Female | 100 | 100 | 37 | 39 | 24 | 77 | 72.8 | 80.9 | N/A | N/A |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 137 | 98.5 | 31.9 | 38.5 | 29.6 | 80.7 | 79.8 | 87.2 | Yes | Yes |
| African American | 47 | 100 | 46.8 | 46.8 | 6.4 | 68.1 | 62.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 90.9 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 75.9 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| **Disability Status** | | | | | | | | | | |
| Disabled | 26 | 96.2 | N/AV | N/AV | N/AV | 48 | 37.8 | 45.5 | I/S | I/S |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 81 | 76.1 | I/S | I/S |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsized meals | 66 | 98.5 | 53.8 | 36.9 | 9.2 | 60 | 64 | 70.2 | Yes | Yes |

**\*** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|---|---|---|---|---|---|---|---|---|
| **Science** | | | | | | | | |
| All Students | 120 | 100 | 37.5 | 48.3 | 14.2 | 62.5 | 54.9 | 67.5 |
| **Gender** | | | | | | | | |
| Male | 58 | 100 | 36.2 | 51.7 | 12.1 | 63.8 | 55.2 | 67 |
| Female | 62 | 100 | 38.7 | 45.2 | 16.1 | 61.3 | 54.5 | 68 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 86 | 100 | 32.6 | 47.7 | 19.8 | 67.4 | 67.6 | 79.5 |
| African American | 29 | 100 | N/AV | N/AV | N/AV | 48.3 | 40.6 | 50.3 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 61.9 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| **Disability Status** | | | | | | | | |
| Disabled | 13 | 100 | 53.8 | 38.5 | 7.7 | 46.2 | 31 | 35.6 |
| **Migrant Status** | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 70.6 | 59.6 |
| **Socio-Economic Status** | | | | | | | | |
| Subsized meals | 41 | 100 | 56.1 | 41.5 | 2.4 | 43.9 | 44.8 | 55.1 |
| **Social Studies** | | | | | | | | |
| All Students | 120 | 99.2 | 25.2 | 47.1 | 27.7 | 74.8 | 63 | 72.3 |
| **Gender** | | | | | | | | |
| Male | 57 | 100 | 24.6 | 50.9 | 24.6 | 75.4 | 63.5 | 71.5 |
| Female | 63 | 98.4 | 25.8 | 43.5 | 30.6 | 74.2 | 62.5 | 73.2 |
| **Racial/Ethnic Group** | | | | | | | | |
| White | 84 | 98.8 | 22.9 | 44.6 | 32.5 | 77.1 | 70.4 | 80.7 |
| African American | 33 | 100 | 33.3 | 51.5 | 15.2 | 66.7 | 54.6 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 78.9 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| **Disability Status** | | | | | | | | |
| Disabled | 16 | 93.8 | N/AV | N/AV | N/AV | 53.3 | 41 | 43.5 |
| **Migrant Status** | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| **English Proficiency** | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 86.7 | 67.9 |
| **Socio-Economic Status** | | | | | | | | |
| Subsized meals | 41 | 97.6 | 40 | 50 | 10 | 60 | 54.8 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|---|---|---|---|---|---|---|---|---|---|---|
| **Writing** | | | | | | | | | | |
| All Students | 189 | 98.9 | 32.1 | 43.9 | 24.1 | 67.9 | 58.7 | 70.2 | 96.1 | 95.5 |
| **Gender** | | | | | | | | | | |
| Male | 89 | 97.8 | 35.6 | 49.4 | 14.9 | 64.4 | 52 | 63.2 | 96.1 | 95.2 |
| Female | 100 | 100 | 29 | 39 | 32 | 71 | 65.8 | 77.5 | 96.2 | 95.9 |
| **Racial/Ethnic Group** | | | | | | | | | | |
| White | 137 | 98.5 | 28.1 | 43 | 28.9 | 71.9 | 68 | 79.1 | 96.3 | 95.1 |
| African American | 47 | 100 | 42.6 | 46.8 | 10.6 | 57.4 | 48.4 | 57.6 | 95.3 | 96 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 72.7 | 86.2 | 99.1 | 96.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 72.4 | 62.6 | 97.8 | 95.1 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 94.3 |
| **Disability Status** | | | | | | | | | | |
| Disabled | 27 | 96.3 | N/AV | N/AV | N/AV | 11.5 | 13.9 | 26.1 | 95.5 | 94.2 |
| **Migrant Status** | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| **English Proficiency** | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 68.2 | 61.2 | 99.2 | 96.3 |
| **Socio-Economic Status** | | | | | | | | | | |
| Subsized meals | 65 | 98.5 | 50 | 40.6 | 9.4 | 50 | 49 | 58.9 | 94.7 | 95.1 |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|---|---|---|---|---|---|---|---|
| **English/Language Arts** | | | | | | | |
| **2009** | 3 | 29 | 100 | 41.4 | 20.7 | 37.9 | 58.6 |
| | 4 | 29 | 100 | 20.7 | 48.3 | 31 | 79.3 |
| | 5 | 37 | 97.3 | 25 | 38.9 | 36.1 | 75 |
| | 6 | 38 | 97.4 | 37.8 | 35.1 | 27 | 62.2 |
| | 7 | 24 | 100 | 45.8 | 37.5 | 16.7 | 54.2 |
| | 8 | 32 | 100 | 50 | 25 | 25 | 50 |
| **Mathematics** | | | | | | | |
| **2009** | 3 | 29 | 100 | 37.9 | 34.5 | 27.6 | 62.1 |
| | 4 | 29 | 100 | 20.7 | 48.3 | 31 | 79.3 |
| | 5 | 37 | 97.3 | 33.3 | 38.9 | 27.8 | 66.7 |
| | 6 | 38 | 97.4 | 40.5 | 32.4 | 27 | 59.5 |
| | 7 | 24 | 100 | 33.3 | 58.3 | 8.3 | 66.7 |
| | 8 | 32 | 100 | 43.8 | 40.6 | 15.6 | 56.3 |
| **Science** | | | | | | | |
| **2009** | 3 | 14 | 100 | 71.4 | 7.1 | 21.4 | 28.6 |
| | 4 | 29 | 100 | 24.1 | 65.5 | 10.3 | 75.9 |
| | 5 | 18 | 100 | 33.3 | 50 | 16.7 | 66.7 |
| | 6 | 18 | 100 | 50 | 38.9 | 11.1 | 50 |
| | 7 | 24 | 100 | 29.2 | 58.3 | 12.5 | 70.8 |
| | 8 | 17 | 100 | 35.3 | 47.1 | 17.6 | 64.7 |
| **Social Studies** | | | | | | | |
| **2009** | 3 | 15 | 100 | 13.3 | 46.7 | 40 | 86.7 |
| | 4 | 29 | 100 | 10.3 | 62.1 | 27.6 | 89.7 |
| | 5 | 18 | 100 | 27.8 | 27.8 | 44.4 | 72.2 |
| | 6 | 19 | 94.7 | 22.2 | 50 | 27.8 | 77.8 |
| | 7 | 24 | 100 | 45.8 | 41.7 | 12.5 | 54.2 |
| | 8 | 15 | 100 | 33.3 | 46.7 | 20 | 66.7 |
| **Writing** | | | | | | | |
| **2009** | 3 | 29 | 100 | 44.8 | 27.6 | 27.6 | 55.2 |
| | 4 | 29 | 100 | 34.5 | 37.9 | 27.6 | 65.5 |
| | 5 | 37 | 97.3 | 36.1 | 44.4 | 19.4 | 63.9 |
| | 6 | 38 | 97.4 | 13.5 | 56.8 | 29.7 | 86.5 |
| | 7 | 24 | 100 | 33.3 | 50 | 16.7 | 66.7 |
| | 8 | 32 | 100 | 34.4 | 43.8 | 21.9 | 65.6 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample